



# AR Leader Excellence and Development System (LEADS) Professional Growth Plan (PGP) – Form B

Year: 2012-2013 Principal: Jane Doe School: Any

**Directions:** Use the AR LEADS Rubric when completing this form.

Professional Growth Target		
<b>School or District Problem of Practice:</b> <i>Description: A Problem of Practice includes an area of concern involving student performance supported by multiple data sources and a review of current practices that may contribute to the area of concern.</i>	According to APSCN discipline records, there has been a 20% increase in out-of-school suspensions from the previous school year. Disciplinary office referrals increased by 25% over the same time period. We have determined that the primary reason for this increase is that we do not have a consistent school-wide behavior intervention plan.	
<b>School-wide Strategy</b> <i>(Collaboratively developed plan to address problem of practice)</i>	To adopt and implement Positive Behavioral Interventions and Support (PBIS) throughout the school.	
<b>ACSIP Goal in SMART Format</b> <i>(Specific, Measurable, Attainable, Realistic, Timely)</i>	Reduce the number of office referrals and suspensions by 25% per year over the previous year.	
<b>AR Leader Excellence and Development System Standard:</b> <i>(List specific AR LEADS Standard below.)</i>	<b>3</b>	<b>Function:</b> <i>(List functions below.)</i>
<b>Managing Organizational Systems and Safety</b>		3C Promote and protect the welfare and safety of students and staff. 3E Ensure teacher and organizational time is focused to support quality instruction and student learning.



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## Theory of Action

Leadership Implementation Strategies	Results Indicators	Sources of Data to Monitor
<p>If I take the following actions:</p> <ol style="list-style-type: none"> <li>1. Become trained in PBIS</li> <li>2. Facilitate frequent formal and informal conversation with the staff about PBIS</li> <li>3. Lead the celebrations of positive behaviors witnessed within the school</li> <li>4. Establish and support a student-teacher mentoring program for at-risk students to support social competence and academic achievement</li> <li>5. Increase my visibility during transitions and lunch times</li> <li>6. Work individually with teachers having excess student discipline referrals</li> <li>7. Make follow-up phone calls to parents based on weekly PLCs positive student referrals</li> <li>8. Conduct CWT, focusing on implementation of PBIS (effective behavioral practices and strategies) in action to provide feedback to teachers in support of their efforts</li> </ol>	<p>Then I expect to see <u>staff</u>:</p> <ol style="list-style-type: none"> <li>1. Implementing PBIS strategies</li> <li>2. Meeting regularly with their student mentee</li> <li>3. Meeting and greeting students during transitions</li> <li>4. Effectively handling minor infractions in the classroom</li> <li>5. Making frequent positive parent contacts</li> <li>6. Using class time productively for teaching and learning</li> </ol>	<p><u>Staff</u> data source:</p> <ol style="list-style-type: none"> <li>1. APSCN Discipline referrals</li> <li>2. Copies of parent logs</li> <li>3. CWT data</li> <li>4. Teacher records of teacher/mentee meetings</li> </ol>
	<p>Then I expect to see <u>students</u>:</p> <ol style="list-style-type: none"> <li>1. Productively engaged in learning</li> <li>2. Modeling positive behavior throughout the school</li> <li>3. On time to class and ready to learn</li> </ol>	<p><u>Student</u> data source:</p> <ol style="list-style-type: none"> <li>1. APSCN Discipline referrals</li> <li>2. Teacher records of teacher/mentee meetings</li> <li>3. CWT data</li> <li>4. Student Attendance Records</li> </ol>



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### What steps are needed to ensure successful implementation of the leadership strategies?

1. Schedule and attend PBIS training throughout 2012-2013 school year
2. Utilize technology beginning in August of 2012, installing an application which alerts teachers and principal as a reminder to meet and greet students in the hallway
3. Beginning September 2012, assign students to teacher mentors
4. Meet with teachers and student mentees to set expectations for mentoring program
5. October 2012, identify through APSCN records teachers with excessive student behavior referrals
6. August 2012, develop and set expectation for use of parent contact log
7. Monitor APSCN referrals weekly throughout school year

Principal/Assistant Principal Name: \_\_\_\_\_

Principal/Assistant Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent/Designee Signature: \_\_\_\_\_ Date: \_\_\_\_\_